

**IDAHO ADMINISTRATIVE CODE 08.02.03**  
**State Board of Education**  
**Rules Governing Thoroughness**

**103. CORE OF INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

**02. Instruction Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**02. Middle Schools/Junior High Schools.**

**a.** No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by the students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

**b.** (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

**c.** Other required instruction for all middle school students:

Health (wellness)

Physical Education (fitness) (4-11-06)

**d.** Other required offerings of the school:

Family and Consumer Science

Fine & Performing Arts

Professional Technical Education

Advisory Period (middle school only, encouraged in junior high school)

(4-11-06)

**03. High schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012).** Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

**a.** Other required instruction offerings of the school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instruction offerings:

Physical Education (fitness)

Humanities

Professional Technical Education (including work-based learning)

Family and Consumer Science

Fine and Performing Arts

Languages other than English (may include indigenous languages or sign languages) (4-11-06)

## **105. GRADUATION FROM HIGH SCHOOL**

A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

### **01. Credit Requirements.**

**a.** (Effective for all students that graduate prior to January 1, 2012.) Each students shall demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-11-06)

**b.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty-six (46) semester credits. (4-11-06)

**02. Achievement Standards.** Each student shall meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-11-06)

**03. Proficiency (Effective January 1, 2006).** Each student shall achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and, at the discretion of the school district or LEA, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally establish mechanism. All locally establish mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (4-11-06)

**a.** Before appealing to the school district or LEA for an alternate measure, the student must be: (4-11-06)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

- b.** The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)
- c.** The measure must be aligned to the state content standards for the subject matter in question; (3-30-04)
- d.** The measure must be valid and reliable; and (3-20-04)
- e.** Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

**04. Foreign Exchange Students.** Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**05. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

#### **106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2007).**

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (4-11-06)

#### **107. HIGH SCHOOL GRADUATION REQUIREMENTS.**

**01. Requirements.** (Effective for all students that graduate prior to January 1, 2012.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT (effective January 1, 2006). The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (4-11-06)

**02. Requirements.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT. Thirty-one (31) semester credits are required as listed in Subsections 107.01 through 107.07, plus a minimum of fifteen (15) elective credits. All credit-bearing classes must be aligned with the state high school standards in the content areas for which standards exist. Local school districts or LEAs may establish graduation requirements beyond the state minimum. The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (4-11-06)

**03. Secondary Language Arts and Communication.** (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

**04. Mathematics.** (4-11-06)

**a. Mathematics and Science.** (Effective for all students that graduate prior to January 1, 2012.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in

mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-11-06)

**b. Mathematics.** (Effective for all students that enter the ninth grade in the fall of 2008 or later but prior to the fall of 2009.) Six (6) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take six (6) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete six (6) credits of math, including two (2) of algebra I and two (2) of geometry. (4-11-06)

**c. Mathematics.** (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Eight (8) credits required beginning with a minimum of algebra I. Secondary mathematics must include two (2) semesters of algebra I; two (2) semesters of geometry; two (2) semesters of algebra II or advanced math beyond Geometry according to standards and courses approved by the State Department of Education (unless an algebra II or advanced math beyond Geometry waiver is granted allowing the student to substitute another course for the two (2) credits of algebra II or advanced math beyond Geometry); and two (2) other math credits. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), the student has met the high school content area requirement. However the student must take eight (8) credits of high school math in addition to the courses completed in middle school. In order to apply for an algebra II or advanced math beyond Geometry waiver, a parent or guardian must apply on behalf of the child no earlier than fourth quarter of the tenth grade. The parent or guardian must meet with designated school personnel and complete the requirements of the local district or LEA for petitioning the governing school board to grant the waiver. Local school districts or LEAs must establish waiver criteria for algebra II or advanced math beyond Geometry. The criteria must include a meeting with school personnel, parents, and student. In order to meet state graduation requirements, students who are granted algebra II or advanced math beyond Geometry waivers must complete eight (8) credits of math, including two (2) of algebra I and two (2) of geometry. (4-11-06)

**05. Science.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) (Six (6) credits required.) Secondary sciences shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. Four (4) credits of these courses must be laboratory based. If a student completes any required high school course with a grade of C or higher before entering grade (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (4-11-06)

**06. Social Studies.** (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)

**07. Humanities.** (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)

**08. Health/Wellness.** (One (1) credit required). A course focusing on positive health habits. (7-1-00)

**09. College Entrance Examination.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (4-11-06)

**10. Senior Project.** (Effective for all students that enter the ninth grade in the fall of 2008 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (4-11-06)

**11. Assessment.** A student must achieve a proficient or advanced score on the ISAT. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

**a.** A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)

**b.** A student appeals for another measure approved by a school district or LEA as outlined in Subsection 105.03; or (4-11-06)

**c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)

**d.** The requirement will be phased in providing the following exemptions for the calendar year of 2006 and 2007. (4-11-06)

i. Calendar year of 2006. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

(1) A student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (4-11-06)

(2) A student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (4-11-06)

(3) A student has an IEP that outlines alternate requirements for graduation; (4-11-06)

(4) A student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)

(5) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)

(6) A student appeals for another measure approved by the local school district or LEA as outlined in Subsection 105.03. (4-11-06)

ii. Calendar year of 2007 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (4-11-06)

(1) A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)

(2) A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)

(3) A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)

(4) A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or  
(4-11-06)

(5) A student may appeal for another measure approved by the local school district or LEA as outlined in Subsection 105.03  
(4-11-06)